



TEACHER CREATIVITY IN INCREASING STUDENTS' INTEREST IN LEARNING AMIDT COVID 19 PANDEMIC

Joko Prayudha S.
University of Bengkulu
e-mail: jokoprayudha@gmail.com

Abstract

Successful learning is determined by various factors, one of these factors is the interest in learning that students have. A good interest in learning will affect students' enthusiasm for learning and support students to achieve learning goals, but the change from traditional learning methods to online learning provides a new learning atmosphere for students. This can provide various kinds of problems in its implementation, one of which is the interest in student learning when online learning is taking place. This is where the role of the teacher is required to understand a number of learning models and designs in order to be able to foster student interest in learning. This study aims to identify and investigate teacher creativity in increasing student interest in learning during the covid 19 pandemic. The method used in this study is qualitative using a descriptive approach. In collecting data using questionnaires and interviews. The population in this study were all teachers who were at MIN 01 Lebong Lebong. The respondents in this study were 15 teachers who teach at MIN 01 Lebong who were selected randomly. The results showed that teachers used various ways to increase students' interest in learning, including using entertainment methods and involving students in direct learning, as well as providing motivation and enthusiasm for students.

Keywords: Creativity, interest in learning, covid 19 pandemic pandemic

INTRODUCTION

Today, learning is being carried out in schools using online learning methods due to the spread of the coronavirus, which is spreading in all parts of the world. This virus stops all aspects of human life, including in the aspect of Education. However, the government, schools, and stakeholders have made decisions so that learning can continue using alternative learning, namely by using online learning methods. In general, online learning requires students and teachers to be connected with the help of technology, such as computers or smartphones, using the internet network so that the teaching and learning process continues even in a pandemic. This learning is carried out with the help of learning applications such as Google Classroom, Whatsapp Group, Zoom Cloud, and so on, which can support the educational process during a pandemic. Kunaryo (2013) argues, "Education is a process of how to educate, guide, teach, and train students. This means that Education is very important in forming one's personality and skills. Education is also the core of progress and quality development because students can develop their skills to survive in the future.

Online learning will certainly provide various kinds of obstacles that will

be faced by students and teachers in its implementation (Prayudha.S, 2021). These obstacles occur because students and teachers are not used to implementing online learning. One of the obstacles that often occurs is the need for more interest in student learning when online learning is carried out. This happens due to various factors, including the feeling of boredom experienced by students when learning online, the lack of supervision from the teacher when online learning is in progress, and no interaction occurs in two directions in online classes. This causes students' interest in learning to be low when online learning occurs. If this continues, students cannot achieve the goals of a lesson. Saputra (2015) states that factors can affect learning, namely internal factors and external factors. Internal factors come from the students, such as laziness, boredom, fatigue, etc. While external factors such as learning facilities, internet networks, and so on.

This is where the teacher's role is needed to deal with problems and challenges in online learning, especially in terms of interest in learning experienced by students. Teachers must be able to interest students in learning even in difficult situations such as a pandemic. Teachers must have a powerful weapon to be creative in providing online learning in online classes. Teachers need to have a sense of creativity in teaching. *Creativity* is an activity carried out through innovation, usability, and ease of understanding something. *Creativity* can be defined as something new that is given and is useful in helping or facilitating something, in this case, in the field of teaching (Shin & Zhou, 2007).

Therefore, problems in implementing online learning must be immediately overcome by the creativity of teaching by the teacher. This creative process is a bound part of solving learning problems. Nakin (2014) argues that the creative process is a process of synthesizing various concepts used to solve various kinds of problems. Then Krutetski added that creativity is the ability to solve problems and find solutions to these problems. Thus in this study, to overcome problems related to students' interest in learning, teachers must be able to make various learning strategies as a way of learning creativity. So a learning strategy or innovation is needed that can be brought by the teacher to attract student learning interest during online learning. In addition, the previous study conducted by Maharani, Upayar & Roebyanto (2020) in their journal entitled *Creativity of Junior High School Teacher In Learning In The Time Covid 19* suggested some of the creativity used by teachers in teaching junior high schools, such as the use of animation media, music, and pictures. Meanwhile, further research conducted by Meliala et al. (2021) entitled *An Analysis of English Teacher's Creativity in Media-Based Learning at The Tenth Grade Students'*, explained that teachers use various kinds

of media such as using PowerPoint, Google Classroom, Youtube, and Zoom Meetings.

This study aims to describe the teacher's creativity in increasing students' interest in learning so that it is useful to provide information related to how a teacher can interest students in learning, even in online classes. This research is urgent so that learning activities, especially to attract students' motivation to learn, are good even if they study from home. Thus, the education objectives in Indonesia can still be achieved, and the research results can also provide an overview of teacher creativity in making online classes students feel high in learning during the covid 19 pandemic.

METHOD

This study uses a qualitative method and a descriptive approach to determine teacher creativity in attracting student interest while online learning is implemented. Qualitative was chosen to find out in-depth about the creativity teachers use when teaching to attract students' interest in learning in online classes. Sugiyono (2005) explains that qualitative research is very suitable for seeing the conditions of the situation or subject being studied, where the researcher has the main role in conducting the research. Data was taken through a questionnaire given to 15 teachers who teach at MIN 01 Lebong by sending them via Google Docs. In comparison, interviews were conducted with ten selected teachers based on random sampling using WhatsApp. After the data is collected, the data is analyzed using data reduction, namely classifying answers from respondents based on the points studied, data display is a systematic arrangement of data based on the points studied, and the last conclusion is concluding the data that has been compiled based on the points that have been determined. Descriptively.

In collecting data using questionnaire instruments and interview instruments in Tables 1 and 2.

No	Question	Answer	
		Yes	No
1	Are you applying online learning to your students?		
2	Do you use online learning applications such as Google Classroom, Zoom, and so on?		
3	Do you need help teaching online?		
4	Are students enthusiastic about implementing online learning?		
5	Studying online gets boring faster?		
6	Interest in student learning could be better?		
7	Do you continue learning even though students are not enthusiastic about learning?		

8	Do you try to arouse students' interest in learning in various ways/strategies?
9	Online learning makes the burden increase?
10	Students sometimes need to pay more attention when you explain the material (for example, they do not respond or do not turn on their laptop camera or smartphone screen)?
11	Do you always motivate students when online learning is in progress?
12	Do you try to liven up the learning atmosphere when students feel less active?

Table 1. Questionnaire Questions

No	Question	Answer
1	Does online learning make teaching easy for you?	
2	What is the learning atmosphere in the online class that you teach?	
3	What are the learning conditions for your students during online learning?	
4	How do you attract student learning interest during online learning?	
5	What strategies do you use to attract interest in learning when learning online?	
6	So far, how have your students reacted when you used these strategies to increase interest in learning during online learning?	

Table 2. Questionnaire Interview

RESULTS AND DISCUSSION

Online learning is a result of the spread of the coronavirus. This learning provides a new atmosphere for teachers and students in the teaching and learning process. With this learning method's application, various obstacles arise, including the need for more interest in student learning when studying online. This is the study of the object of research in this study. Questionnaire answers are in Table 3.

Questions	Yes	No
Q1	15	0
Q2	15	0
Q3	15	0
Q4	5	10
Q5	15	0
Q6	10	5
Q7	12	3
Q8	15	0
Q9	13	2
Q10	15	0
Q11	9	6
Q12	10	5

Table 3. Questionnaire Answers

The table shows the questionnaire results where in the first question, as many as 15 teachers said they implemented online learning during the Covid-19 pandemic. This is to regulations made by the government as a form of stopping the spread of the coronavirus (Bhamani et al., 2020). Then, the second question related to the use of learning applications. As many as 15 teachers said they used various learning applications, such as Google Classroom, Zoom Cloud, and so on, to support online learning. This is appropriate when in online learning, teachers and students are required to be able to connect with the help of technology connected to the internet using learning applications (Wilson, 2018).

On the third question related to the experience of experiencing difficulties when teaching online, as many as 15 teachers said that they often experience various obstacles when implementing online learning. This is to the research that has been researched by Prayudha.S (2021), which shows that there are several obstacles faced by teachers, such as; constraints on using learning applications, lack of learning facilities, internet signal disturbances, and lack of student participation and interest in learning when learning online. This is what causes some teachers to find it difficult when teaching because of some of these obstacles. The fourth question related to student enthusiasm when implementing online learning showed that as many as five teachers said students were enthusiastic about learning online. In comparison, ten teachers said that students felt they needed to be more enthusiastic about implementing online learning. This is as stated by Sri Gustiani (2020), who said that online classes seem like they need to be more alive during the teaching and learning process. Students are only listeners to the teacher's explanation, and the teacher only explains the material without looking at the conditions and situations experienced by students.

In the fifth question, as many as 15 teachers said online learning bored students. This is due to the need for online class interaction compared to face-to-face classes; besides that, online learning seems more monotonous compared to face-to-face classes. So this is what makes online classes feel boring faster than face-to-face classes. Pawacara & Conilie (2020) revealed that students feel bored learning online. This is caused by various factors, including media and material, which could be more attractive, so the online learning process feels more varied. Therefore, it is highly hoped that teachers will be able to be creative in using various kinds of learning strategies when implementing online learning. Then, Q6 relates to students' learning interest not being good; as many as ten teachers said this means that most teachers agree that students' interest in learning when

implementing online learning could be better. However, as many as five teachers said student learning interest was good when implementing online learning. The lack of interest in student learning during a pandemic is caused by limbs factors, as stated by Yanti and Sumianto (2021), including; the learning media used being less attractive, there are internet network disturbances, learning facilities lacking, the quality of learning lacking, and parents who do not want to provide direct supervision to their children while online learning is in progress.

The seventh question relates to whether teachers continue learning even though students are not enthusiastic when studying online; as many as 12 teachers say yes, they continue learning even though students are not enthusiastic. This is because to increase student learning interest; it takes a lot of time and preparation. Hence, teachers usually spend teaching time explaining material even though students feel less interested in the material being taught by the teacher. However, as many as three teachers said they would only continue learning once the students became enthusiastic when online learning took place. The existence of this problem is certainly learning to be ineffective. Ineffective learning causes the delivery of material that is difficult to understand (Vitasari, 2016). Furthermore, on the eighth question, as many as 15 teachers said they always arouse students' learning interest when online learning occurs. This could be in giving quizzes, motivation, and other encouragements. Some teachers use various media, such as videos, games, and so on (Mahanani et al., 2020).

The ninth question relates to online learning, which adds to the teacher's workload; as many as 13 teachers said that implementing online learning adds to their burden. This is because the teacher must be able to create content or material such as PowerPoint beforehand, which is used for delivery to students; unlike face-to-face learning, the teacher only needs to prepare a little material. In addition, large learning quotas require teachers to have many quotas so that learning can continue well. The research by S.F. Utami (2020) revealed that online learning creates a mental workload for teachers who need more time to be who need more time to be ready to implement online learning. Furthermore, the ten students' questions should have paid more attention to learning during online classes; as many as 15 teachers said that their students did not turn on or even respond to questions when they asked them. This makes the teacher feel worried about students related to the mastery of the material given. Teachers must only guarantee that their students are really paying attention or just turning on the computer with paying attention to the explanation of the material presented. This is a challenge if online learning takes place. Prayudha.S (2021) said that teachers

cannot supervise students directly because there are limitations when studying, so it is the role of parents who should participate in supervising their children.

The eleventh question is related to providing motivation when online learning takes place. As many as nine teachers said they motivated students during online learning. This is useful for encouraging students to always have a high sense of learning, even when studying online. Learning motivation is necessary for students because it can provide enthusiasm to achieve learning goals. Rumhadi (2017) also said that giving motivation is useful for making students aware of their learning.

Furthermore, the twelfth question relates to enlivening the learning atmosphere when students are inactive. As many as ten teachers said they liven up the learning atmosphere by using strategies and media to attract students' learning interests. This is very important to revive students' sense of learning so they want to participate in learning actively. Meanwhile, five teachers said they did not need to turn on the learning atmosphere because doing so required a lot of effort and time, so doing this took much work.

Then the interview results can be seen in table 4.

Interview	Answer
In 1	Online learning occurs because of the spread of the coronavirus, so like it or not, I have to follow the government's recommendations to do it. Online learning is quite easy as long as we have the responsibility to teach and the creativity to use various teaching strategies.
In 2	Online classes feel so monotonous, so little interaction and learning feel uninteresting.
In 3	Students' conditions while studying online varied, but most could have been more active, rarely asked questions, and turned on the camera. Hence, the teacher needed to know whether the student was paying attention.
In 4	Many ways can be used to attract student interest in learning through the use of strategies or learning media in online classes.
In 5	Lots. Give guesses, use videos, songs, animations, different learning models, social media, games, etc.
In 6	Their reactions when using the strategy varied. Some students are very enthusiastic about learning; some are mediocre students. However, most students are interested in using games, videos, or animations when studying online.

Tabel 4. Interview Answers

In implementing online learning, teachers always use various methods and strategies to increase student enthusiasm and interest in online classes. This is not merely for work but is a teacher's responsibility to educate his students to understand the aims and objectives of learning.

CONCLUSION

Online learning requires students to connect with the teacher only through learning media devices from home, meaning the teacher cannot continuously see and supervise students while learning is in progress. This creates a situation that cannot be monitored or directly supervised by the teacher. Besides that, online classes are sometimes not very active and even make class interaction not lively, and no creativity can make students interested in learning. However, this can be overcome if teachers have good planning skills in online classes, such as changing teaching strategies or using media to encourage students to be active in class. This research reveals that the teacher has the main role as a key in implementing online learning to attract students' interest in learning. Teachers are expected to be able to build attitudes, feelings, and enthusiasm towards students in carrying out online learning so that students can better understand the material provided and have a high desire to learn in order to achieve the goals of the learning. Suggestions for teachers teaching online classes are to be more able to ensure students have a high sense of interest in learning by changing teaching strategies or attracting student interest in learning by using interesting learning media. For further research, it is hoped that it will be able to conduct research related to increasing student interest in learning through online learning activities in online classes.

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